



Mingimangi Hautoa
**Knights Stream
School**

Charter Variance 2023





Mingimangi Hautoa
Knights Stream School

STRATEGIC GOALS 2021 – 2023

Our Vision *Courageous learners who positively influence the world.*

Our Strategic Goals

Our Initiatives

Our Success

A fit for purpose curriculum that encourages courageous learning.

Develop a **Learning Through Play Model** for each age group of the school.
Improving teacher capabilities in **teaching literacy in english** and the **digital curriculum** through quality professional learning.

Our tamariki and kaimahi work together to create their own purposeful curriculum.
Our learning is student led, encouraging creativity and curiosity.

A caring and inclusive learning environment.

Implement the Second Step Early Learning (SSEL) classroom-based programme to develop teachers and children's **social and emotional intelligence**.
Strengthen **collaborative practice** through strengths based coaching.
School growth continues to be driven by the 5Cs.

Our tamariki and kaimahi are confident, caring and connected learners who feel a sense of belonging.
Our kaimahi work together to maintain a positive school culture.

Strong connections with our community to ensure cultural identity is not left at the gate.

Plan innovative engagement strategies to capture **parent and student voice and increase participation**.
Create an environment where tamariki are **connected to their culture** and **confident in their identity**.
Regular **connection events and hui** are held to celebrate our **cultural diversity** and **bicultural identity**.

Our whānau are actively engaged in school.
Our tamariki celebrate their identity and are connected to their kura.

Our Whakatauki *Kaua e rangiruatia te hāpai o te hoe; e kore tō tātou waka e ū ki uta.*
Do not lift the paddle out of unison or our canoe will never reach the shore.

He waka eke noa.

Our 5Cs

Caring

Courage

Creativity

Curiosity

Connectedness



“Courageous learners who positively influence the world.”

Strategic Goals		
1. A fit for purpose curriculum that encourages courageous learning.	2. Creating a caring and inclusive learning environment.	3. Strong connections with our community to ensure cultural identity is not left at the gate.
Strategic Initiatives		
A) Improving teacher capabilities in teaching literacy in English and Mathematics B) Develop a Schoolwide Inquiry Model for each age group of the school.	A) Implement the Second Step Early Learning (SSEL) classroom-based programme to develop teachers and children’s social and emotional intelligence . B) Strengthen teachers collaborative practice through growth coaching. C) School growth continues to be driven by the 5C’s .	A) Plan innovative engagement strategies to capture parent and student voice and increase participation . B) Create an environment where tamariki are connected to their culture and confident in their identity . C) Regular connection events and hui are held to celebrate our cultural diversity and bicultural identity .
We know we have been successful when...		
Our tamariki and kaimahi work together to create their own purposeful curriculum. Our learning is based on student needs and interests, encouraging creativity and curiosity.	Our tamariki and kaimahi are confident, caring and connected learners who feel a sense of belonging. Our kaimahi work together to maintain a positive school culture.	Diversity and inclusion is valued at school - our cultures, languages, abilities, ages, experiences, and skills. We have increased connection with our community and in partnership we shape the direction of the school through ongoing hui, involvement and celebrations. Connections with Te Taumutu Runanga are strong and Te Taumutu values are reflected in the school culture.
We measure success by...		
Teachers planning is informed and influenced by student interest - unit reflections include student feedback NZCEA Teacher Reading Practices Survey Reading and Writing OTJ Data - 6 monthly Kia Takatu Matihiko Kaiako Self Assessment (Digi) 80% of the Y4-8 children will engage with BYOD	Hero Behaviour Data - Monthly Pre and Post Data NZCER Wellbeing Survey Data - related questions (teacher and child) Kaiako Collaborative Continuum SCOT - BoT, Staff, children, parents	Wellbeing Survey - related questions (teacher and child) Parent representative group feedback (at year 2) Hui attendance and Feedback Quick Survey Pulse Questions

Strategic Roadmap 2021 – 2023

“Courageous learners who positively influence the world.”

	Year 1 - 2021	Year 2 - 2022	Year 3 - 2023
A fit for purpose curriculum that encourages courageous learning.	Draft Learning Through Play Guidelines Developing KSS Literacy Exemplars Y0-4 Digital PLD with Mandy Dempsey Year 2 BYOD (Y4-8 35% uptake)	Draft Inquiry Guidelines Developing NZ Histories Curriculum Digital PLD with Mandy Dempsey Year 3 BYOD (Y4-8 60% uptake)	Review Learning Through Play Guideline Developing KSS Curriculum Refresh alignment Digital PLD with Mandy Dempsey Year 4 BYOD (Y4-8 80% uptake)
A caring and inclusive learning environment.	SEL Programme implemented across the school. ----- Termly wellbeing initiatives for kaimahi - Annual NZCER Wellbeing Survey - Kaimahi and Tamariki ----- Strengths based coaching for Kaiako	Review SEL to Consolidate Wellbeing programme for Kaimahi House Groups set up	SEL Consolidation (Data) Strengths based coaching for Kaiako House Group initiatives started
Strong connections with our community to ensure cultural identity is not left at the gate.	Y6-8 Connectiosn with China T3 Language Introduced Y7 & 8 ----- Develop and implement a cultural events 3 year programme ----- Dances in Schools T1 Matariki Celebration T2 Marae visits T2 Cultural Pulse Questions Community Garden Stage 1	Language resource strengthened Y7 & 8 Lantern Festival T1 Diwali Festival Celebration T4 Marae visits T4 Cultural Pulse Questions Community Mural Project Stage	Partnership Schools in China - Mandarin and ARTS Review and extend cultural schedule KKS Cultural Connections Celebrations T2 Matariki Celebration T3 Develop a KSS Kapahaka Uniform Cultural Pulse Questions Curriculum Drop in Sessions - Parents
<i>Caring, Courage, Creativity, Curiosity, and Connectedness</i>			

Property Projects 2023

Project	Key Actions	Timeframe
Stage 2	<ul style="list-style-type: none"> ● IT install ● Handover Week ● New Furniture Arrives ● New Classroom Signage ● Move in ● Blessing and Opening 	<p>Term 1 - Week 6 (TBC) Term 1 - Week 8 Term 1 - Week 9 and 10 Term 1 - Week 8 Term 1 - Week 10 Term 1 - Week 10 (Thursday 6 april TBC)</p> <p>The build was given code of compliance on Wednesday 5 April at 10.30am. We managed to move the school in and shuffle all classes in the day!</p> <p>All furniture and supplies for the new build were delivered before opening.</p> <p>SNAG's are being noted and addressed in the April Holidays. These will continue to be listed weekly and submitted to the MoE.</p>
Adventure Playground	<ul style="list-style-type: none"> ● Fund and build an adventure playground in conjunction with the landscape plan for the new build. ● Utilise the poles and playground to display the school's cultural narrative. 	<p>Term 1 - Wk 3 - 10</p> <p>A playground committee has been established to finalise the design, are working on a new timeframe and funding/donations model to support the build. We can then plan what funding applications to submit.</p>
Boundary Planting Continued	<ul style="list-style-type: none"> ● Additional planting along the boundary to align with the native landscaping plan. 	<p>Term 3 (put on hold due to other projects)</p>
Ground Markings	<ul style="list-style-type: none"> ● Repaint the car park markings ● Add some markings for dismounting scooters/bikes ● Add some on ground markings for games 	<p>Term 4</p>

Annual Plan Varaince 2023

1. A fit for purpose curriculum that encourages courageous learning.

Initiative 1A : Improving teacher capabilities in **teaching literacy in English and Mathematics**

Outcome: Children will be able to access the wider curriculum by being confident and proficient users of the English language.

Black - Additions/Amendments Term 1

Red - Additions/Amendments Term 2

Green – Additions/Amendments Term 3

Blue – Additions/Amendments Term 4

Activity	Responsibility	Budget	Principal Time	Leader and/or Staff Time	Start and End Date	Progress of Outputs
1A1 Literacy: Storyways PLD - to help strengthen teachers with the knowledge, confidence and skill to be great storytelling teachers at their level of training and experience.	Leigh and Anna L	\$6,500 PD \$3,500 Release	-	2 hours /week	Ongoing	All new staff unfamiliar with storytelling have attended a taster day or taster afternoon with Liz. Explore a second session with our new staff. Leigh to check with Liz. The PLD session Liz advertised did not happen. Follow up again in Term 4.
1A2 Literacy: Building a Storytelling Curriculum and Resource.	Leigh and Anna L	\$3,500	-	Termly Workshop 1 hour week	Term 1 and ongoing	The curriculum for KSS is 80% completed by Liz. Storytelling curriculum draft has been shared with the staff and will be used from Term 3. First draft of the plan presented to the staff and board. Staff attempting to use the storytelling curriculum in preparation for Term 4 learning.
1A3 Literacy: Review the use of easTTle Writing Rubric to set goals for target writing children and moderate across teams.	Leigh and Anna L	-	-	Hapu Meetings Kaiako Meetings x 2	Term 2 and Term 4	Leigh and Tom met with Evaluation Associates to discuss and plan the use of e-asTTle rubrics for writing. These will be implemented from Term 2. Moderation PD session held. Moderation in teams. Chross checking from team leaders on writing OTJ. e-asTTle data accessed and utilised. Tom provided kaiako with an overview of interpreting e-asTTle writing data. Use of e-asTTle rubrics will continue in Term 4 and provide a greater data pool for analysis.
1A4 Literacy Hui - small drop in sessions held to support the implementation of the curriculum refresh.	Literacy Team	\$200		Literacy Team	Term 2 and 3	Hui session postponed with the curriculum refresh. Review again at the end of Term 3 and Term 4. Also consider including spelling information for whānau. Keeping up to date with curriculum refresh amendments as they come out.. Still awaiting further information from the MOE about the release of the CPM so we can then plan hui for whanau.
1A5 Phonics Training - Yolanda Soryl x 4 staff	Leigh	\$2,100 PD \$3,500 release	-	Courses	Term 1	New staff have all completed training modules. Christie, Holly, Katie, Jane, Dorinda and Tim completed the phonics training on 14 and 15 March.

1A6 BUZZ Literacy Intervention Programme.	Leigh	\$300	-	Daily Programme	Pre Term 1 training	Leigh is training Angela to teach BUZZ. This will continue in Term 2. Angela has been trained in BUZZ and is currently working with one child in Year 2.
1A7 Library Resource - organise teacher training in utilising the National Library and AccessIT Library System to support reading programmes. Utilise the Digital resources from the public Library.	Anna A and Kelly	FREE	-	30 mins /week	Ongoing	Librarian report given to the principal for future library staffing needs. Librarian plan being proposed for 20224 - 2 days per week - Board funded.
1A8 Feedback the review of Teaching and Resourcing in Mathematics . Develop a plan for improvement and curriculum refresh to be implemented in 2023.	Maths Leader	\$2,000	60 mins/term	2 hours /week	Ongoing	First schoolwide sharing session held for teachers,

1. A fit for purpose curriculum that encourages courageous learning.

Initiative 1B: Develop an Inquiry **Model** for each age group of the school to enhance the delivery of the **Digital, NZ Histories and Sustainability Curriculum**

Outcome: Children are motivated and engaged in their learning. Creative and authentic student learning is evident in classroom programme design.

Black - Additions/Amendments Term 1

Red - Additions/Amendments Term 2

Green – Additions/Amendments Term 3

Blue – Additions/Amendments Term 4

Activity	Responsibility	Budget	Principal Time	Leader and/or Staff Time	Start and End Date	Progress of Outputs
1B1 Complete the initial draft of Learning Through Inquiry Model to align with the NZ Curriculum Refresh .	Hayley and Anna A	\$700	2 days	2 days	T1 - T3	Anna and Hayley have drafted the first iteration to share with the staff in term 2.
1B2 Share with staff. Seek staff feedback on LTPlay/Inquiry Model with Kaiako. Observe each other and visit other schools.	Anna A	\$1,000	1 day	3 days	T3	Hayley developed a Draft planning doc for Inquiry for teacher to use for term 2. Model refined and shared again with staff for further feedback. Ongoing recording of learning opportunities, activities and units in a cumulative document. Across school planning for Waitangi Day inquiry. Resources and planning formats shared. Report to the Board
1B3 Link tools and resources to support Inquiry teaching on staff portal and Google Drive (SOLO, Thinking Tools etc).	SLT	Team budgets	4 x 30 mins	4 x 30 mins	T2 and T3	Underway
1B4 Reach 80% for BYOD in Y4-8 to support the delivery of inquiry and literacy learning: <ul style="list-style-type: none"> - Parent drop in sessions - Noel Leeming Flyers - IT sharing - Seesaw/Hero posts 	Cath	-	60 mins term	80 mins	T1 - T4	We currently have a good uptake of BYOD in Year 5-8. The systems for set up were modified so that the school could have better controls in place for both APPs and security. 2 BYOD tech sessions held per term.
1B5 Digi Professional Development	Cath	\$4,200	6mins term	60 mins week	T1 - 4	Mandy has continued to provide planning support and in class modelling of digi practices. 1 trained teacher as an Apple Coach.
1B6 Draft the KSS NZ Histories Curriculum Document . - Link to: <ul style="list-style-type: none"> - MoE resources - Local resources (expertise) - Develop 4 local 'history walks' - Termly LTP 	Anna A and Hayley	-	120 mins x 2 terms	8 x 30mins per term	Term 1 - 3	Creating resources for Kaimahi to become familiar and confident using Te Reo for spaces and people around school. House walks: Ōtūmatua, Kaituna, Coastal Path Lyttelton, Ōtautahi Central City walk Collating and curating resources to support teaching of the Cultural Narrative Anna and Hayley attended an across-cluster ANZHistories PD day at Hillmorton High. Resources and planning formats shared.

						Progression for understanding of Te Tiriti o Waitangi across the school to ensure learning about the treaty is appropriate for developmental stages. Subscription for Digital Kete bought to support planning and topic development. Report to the Board
1B7 Refine and embed the Sustainability plan that includes our school-wide systems of: <ul style="list-style-type: none"> - Raised gardens and tunnel house - Bees - Worm farm - Compost bins - Litter Free Lunches - Recycling plan - Wastewater - Waterway planting - Garden to Table 	John and Mike	Enviro \$2,000 Planting Stage 3 \$2,000	120 mins/week	2 hours/Week (\$4,000 fixed term unit)	T1 - T4	BeesWax Wraps underway Garden to Table started General Rubbish is an issue. Written report presented to the board - June.

2. A caring and inclusive learning environment.

Initiative 2A: Implement the Second Step Early Learning (SEL) classroom-based programme to develop teachers' and children's **social and emotional intelligence**.

Outcome: Students' school success improves and problem behaviours decrease.

Black - Additions/Amendments Term 1

Red - Additions/Amendments Term 2

Green – Additions/Amendments Term 3

Blue – Additions/Amendments Term 4

Activity	Responsibility	Budget	Principal Time	Leader and/or Staff Time	Start and End Date	Progress of Outputs
2A1 New Staff Training Sessions - Social and Emotional Learning (SSIS) Programme	Anna A	\$2,100	60 mins x 2	60 min Staff Meeting x 2	T1 Week 4 T1 Week 6 Implement Term 2	Some teams have complete the SSIS programme and others have been pushed into term 2.
2A2 Review SSIS - set up review process and timeline	Team Leader	-	30mins	90 mins	End T2, T2 and T4	Reviewed at the end of Term 1. Seniors need an alternative age appropriate resource to engage and connect the children. Tom and Mike booked to attend a Tu Tangata (Stand Tall Programme) in Term 4.
2A3 Use Wellbeing Survey and student achievement to benchmark	Mike	FREE	120 mins	80 mins	T2	Completed Term 2
2A4 Pause, Breathe, Smile Training - hold a refresher course/sessions for staff.	Anna A	FREE	-	Online 4 hours session	T1	Completed Term 1
2A5 Incredible Years Teacher Training Course x 3	Anna A	FREE	-	60 mins	T1-4	Ongoing

2A5 Incredible Years for Kaiawhina	Anna A	Free		10 hours	T3-3	Ongoing
2A6 Incredible Years Autism Training Course Gregory	Anna A and Gregory	FREE	-	30 mins	T1-2	Completed Term 2
2A7 Implement the House System House points for the playground, house trips, house buddy system, house events.	Mike	FREE	30 mins/week		T1-4	Started Term 1. House walks completed with god participation from parents. House bead (positive play) reward system working well. Tug of War competition. Fortnightly meeting held. New house points trophy started for assembly. House flags designed and made - donated by the FOS. Matariki House Evening Hui Spellaton

2 A caring and inclusive learning environment.

Initiative 2B: School growth continues to be driven by the 5C's.

Outcome: The school culture is alive (i.e. positive and happy) and aligned with our 5C's.

Black - Additions/Amendments Term 1

Red - Additions/Amendments Term 2

Green – Additions/Amendments Term 3

Blue – Additions/Amendments Term 4

Activity	Responsibility	Budget	Principal Time	Leader and/or Staff Time	Start and End Date	Progress of Outputs
2B1 'Social Club' will organise fun and caring activities once termly	Social Club Leads	Staff fund \$80 year	30 mins term	60 mins term	T1 - T4	Paint and Sip Staff Drinks Gifts for a Wedding Casual drinks, Cooking at Ronald McDonald House, Ten pin bowling and end of term catch up.
2B2 Staff Wellbeing Initiatives (fitness goals, coffee shouts, cards etc)	Mike and Anna A	\$3,000	8 hours	8 hours	Termly	House group goals set Te Whare Tau Wha Support Staff Week, Random Acts of Kindness, Cafe list, Recommended TV/Series, Tapa cloth competition Book Nook Competition Pimp My P-Hole Competition
2B3 Continue the implementation of our positive behaviour plans and management systems that are aligned with the 5C's (Positive plans, Zones of Regulation, STEP's, and Individual Behaviour Plans.	Leadership Team	Within team budget	30mins	120 mins set up	T1 Week 1 - 5	The house behaviour bead system is working well. This fits in nicely with the in class schemes. Much less recorded lunch issues. Those on the Tier 2 list are
2B4 Classroom Displays refined - positive behaviour systems will be visual, Zones of Regulation Displays(also in Te Reo), Daily Timetable, Learning Displays changed - termly	Leadership Team Teachers	-	60 mins per term	10 mins LTP 20 mins weekly planning	Termly - planned in LTP	These are all being re-done for Term 2 after the big shift in learning spaces.
2B6 Measure the school's positive culture against the Wellbeing Survey indicators from staff and children.	Mike	-	90 mins	90 mins	T1 Week 9	Completed and analysed - to be used in strategic planning.

2. A caring and inclusive learning environment.

Initiative 2C: Strengthen collaborative practice through Growth Cycle Process

Outcome: Teachers are confident in their ability to work collaboratively and reflect regularly.

Black - Additions/Amendments Term 1

Red - Additions/Amendments Term 2

Green – Additions/Amendments Term 3

Blue – Additions/Amendments Term 4

Activity	Responsibility	Budget	Principal Time	Leader and/or Staff Time	Start and End Date	Progress of Outputs
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2C1 2023 ToD Induction and revisit of Vision, Values and KSS Beliefs, review our Positive Behaviour Plan.	Mike	\$1,500	3 hours prep 2 days	2 days	ToD 24-26 January	Completed
2C2 Staff Team Building Activity and Walk						

3. Strong connections with our community to ensure cultural identity is not left at the gate.

Initiative 3A: Plan innovative engagement strategies to capture parent and student voice and increase cultural awareness and participation.	Outcome: Diversity and inclusion are valued at school - our cultures, languages, abilities, ages, experiences, and skills. Our whānau are actively engaged in the school.
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Black - Additions/Amendments Term 1

Red - Additions/Amendments Term 2

Green – Additions/Amendments Term 3

Blue – Additions/Amendments Term 4

Activity	Responsibility	Budget	Principal Time	Leader and/or Staff Time	Start and End Date	Progress of Outputs
3A1 Draft a cultural events calendar for 2023. Ensure the cultural activities are in the LTP.	Elshkē and Tania	-	60 mins	120 mins	T1 wk 2/3	Completed
3A2 Develop and conduct 'Pulse Point' Surveys.	Elshkē and Tania	-	120 mins	90 mins	Week 7/8 T2 Week 7/8 T3	SCOT analysis used - 7 responses. New survey created with 54 responses Chinese Whānau Hui 30 parents Indian Whānau hui 20+ parents
3A3 Maintain a 'Cultural Connections' Student Group to collect their voice, ideas & support.	Elshkē, Tania and Mike	\$100 term \$1,600	60 mins/meet	60 mins/meet	Termly Meetings - week 3/4 and 7/8	This group was launched in term 2. They have been sharing news articles, help to run events and flying various counties flags.
3A4 Maintain a 'Cultural Connections' Parent Group to collect their voice, ideas & support.	Elshkē, Tania and Mike	\$400 term \$1,600	60 mins/meet	60 mins/meet	Termly Meetings - week 4/5	Meeting held term 2. Cultural Expo was held and was a huge success.

3. Strong connections with our community to ensure cultural identity is not left at the gate.

Initiative 3B: Create an environment where tamariki are connected to their culture and confident in their identity . Regular connection events and hui are held to celebrate our cultural diversity and bicultural identity .	Outcome: Our tamariki celebrate their identity and are connected to their kura.
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Black - Additions/Amendments Term 1

Red - Additions/Amendments Term 2

Green – Additions/Amendments Term 3

Blue – Additions/Amendments Term 4

Activity	Responsibility	Budget	Principal Time	Leader and/or Staff Time	Start and End Date	Progress of Outputs
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3B1 Y7 & 8 Mandarin Language Programme Implemented. Resources purchased.	Tom	\$300	30 mins	90 mins	T2 - 3 Implementation	3 - 4 sessions per term.
3B2 Continue Friendship Partnership Schools in China for online lesson sharing.	Tom	\$150 income	60 mins	50 mins fortnightly	Weekly T2 - 3	2 MoU signed in term 1. Lessons started
3B3 House Activities and Pepeha Walks T1, Matariki T3 - linked to our gifted name, school pepeha, marae visits, place names, logo, and the cultural narrative. Includes our annual Māori Hui.	Mike and Cultural Leaders	\$500	60 mins	120 mins	T3 Week 3 Pulse Survey	House walks completed in Week 9. The children and parents really enjoyed the experience. The senior leadership is starting to really show with the house buddy system and leadership opportunities within the school.

Kiwisport Funding

The 2023 Kiwiport fund was \$6,055.

In 2023 the school spent \$5,257.81 leaving a surplus of \$797.19.

The money was used for access to swimming lessons, Y5-8 swimming sports and for the Selwyn Sports Trust Activator Programme. The Selwyn sports trust enable all staff professional development and support. This also gave all students to access a wider range of sporting opportunities.

3200-Kiwisport Transactions

 [Reorder columns](#)

Knights Stream School

For the period 1 March 2023 to 31 March 2023

Date	Source	Description	Reference	Debit	Credit	Running Balance	Gross	GST
3200-Kiwisport								
31 Mar 2023	Payable Invoice	Selwyn Sports Trust - Delivery of the 2023 Activator Programme	INV-0144	4,050.00	-	4,050.00	4,657.50	607.50
Total 3200-Kiwisport				4,050.00	-	4,050.00	4,657.50	607.50
Total				4,050.00	-	4,050.00	4,657.50	607.50

3200-Kiwisport Transactions

 [Reorder columns](#)

Knights Stream School

For the period 1 February 2023 to 28 February 2023

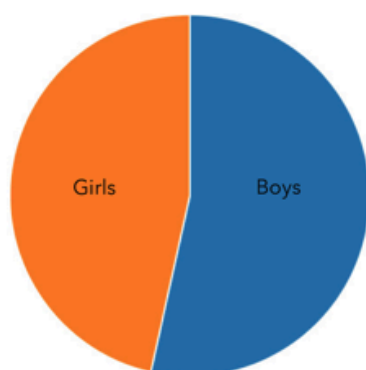
Date	Source	Description	Reference	Debit	Credit	Running Balance	Gross	GST
3200-Kiwisport								
20 Feb 2023	Payable Invoice	Travlon Coachlines - 2 x buses to Te Hapua (swimming sports)	00022594	534.78	-	534.78	615.00	80.22
20 Feb 2023	Payable Invoice	Christchurch City Council - Year 5 - 8 swimming sports at Te Hapua	102897798	673.03	-	1,207.81	773.98	100.95
Total 3200-Kiwisport				1,207.81	-	1,207.81	1,388.98	181.17
Total				1,207.81	-	1,207.81	1,388.98	181.17

Mingimingi Hautoa - Knights Stream School

End of Year Data 2022

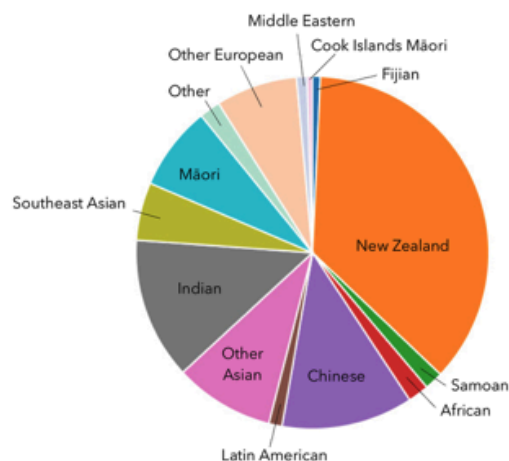


Gender Composition



399 students enrolled at the end of 2022
215 boys and 184 girls

Ethnic Groups



32% of students are ESOL funded
76% of out students are in Year 0 - 4

Reading

82% of students are achieving within or beyond expectation for their age and stage.

Writing

85% of students are achieving within or beyond expectation for their age and stage.

Maths

93% of students are achieving within or beyond expectation for their age and stage.

At Knights Stream School | Mingimingi Hautoa reporting student achievement is an important part of our teaching and learning process. Reporting on individual progress and achievement is carried out formally twice a year. We also collect and analyse school-wide assessment data throughout the year. We use this information as the basis for changes to policies or programmes, or changes to our teaching practices, and to implement targeted interventions as well as for reporting to the Board, whānau and the Ministry of Education.

Student data helps to inform the strategic direction of Knights Stream School | Mingimingi Hautoa. Assessment information is also be used to compare the relative achievement of different groups of students or to compare the achievement of our students against the New Zealand Curriculum levels. Progress and achievement is tracked using our student management system *Hero*. Staff have a clear understanding of students progress and achievement and their next steps for learning.

If you would like any further information about our end of year data, please email leigh.hurford@knightsstream.school.nz.

* percentages shown have been rounded to the nearest one

"Courageous learners who positively influence the world."

Good Employer Policy

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>Policies and procedures that support safe and equitable working conditions. Developing a culture of care and personal wellbeing initiatives.</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>Staff complete an EEO form with their letter of offer. All staff complete an induction process.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>All applications need to meet the job description and person specification.</i>
How are you recognising, <ul style="list-style-type: none"> - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service? 	<i>We are an inclusive school. Tikanga and Te Re Maori is integrated into the school environment. Our school is a livingn pepeha to recognise our place in the community. We are actively engaged with out local runanga. We employ a Kapahaka tutor.</i>
How have you enhanced the abilities of individual employees?	<i>Professional Development, Growth Goals and Personal Wellbeing initiatives</i>
How are you recognising the employment requirements of women?	<i>We are an inclusive school.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>We are an inclusive school.</i>

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?		No

Financial Variance 2023

Executive Summary

Knights Stream School

For the month ended 31 December 2023

	ACTUAL YTD	ANNUAL BUDGET	BUDGET REMAINING	% BUDGET USED
Overview				
Total	(5,103)	(152,046)	(146,943)	3%

The period ended with a deficit of \$185,450, ending the year with a provisional deficit of \$5,103. The budget for the year is a deficit of \$152,046. Some annual adjustments have been completed, more are expected, this will affect the final result.

The year is now completed and we would expect the budget used to be around 100%.

Revenue

Income recorded for December was \$64,891. MOE paid \$3,161 for Other Teacher Aide Income. Waitaha paid \$650. School Donations received \$450, finishing the year under budget by \$2,110 (90% received). Interest received \$7,284. Other Income received was \$1,739 from Mainland Uniform commission.

Fourteen income accounts were used this year, out of which, three accounts ended under budget by \$3,606, five accounts with no budgets received \$64,922.

	ACTUAL YTD	ANNUAL BUDGET	BUDGET REMAINING	% BUDGET USED
Trading / Activities				
School Activities	(8,996)	(2,100)	6,896	428%
Trading	1,424	100	(1,324)	1,424%
Total Trading / Activities	(7,571)	(2,000)	5,571	379%

School Activities ended the month with a deficit of \$1,971, increasing the year to date deficit to \$8,865. Income was received for Swimming (\$45), Activity Fee net deficit (\$1,972) and Student Council (\$43)

Fourteen accounts were used this year. One Income account exceeded budget by \$10,232, the other six did not meet budget. Three expense accounts exceeded budget by \$11,451, the other three were under budget. One account spent \$795 without a budget.

Trading ended the period with a surplus of \$164, finishing the year with a surplus of \$1,618. Stationery returned a net surplus of \$164.

Five accounts were used this year. Two income accounts exceeded budget by \$2,245, one did not meet budget. One expense account exceeded budget by \$744 and one was under budget.

Expenses

Overall expenses used in this period were \$104,929, this is about \$19,800 over monthly budget. The year finished under budget by \$116,506. Some expenses might still be added for year end.

	ACTUAL YTD	ANNUAL BUDGET	BUDGET REMAINING	% BUDGET USED
Administration				
Total	84,007	88,483	4,476	95%

Expenses this period were \$8,942, about \$1,500 over budget, ending the year \$4,472 under budget. BOT Expenses paid this month were \$2,470, finishing the year over budget by \$190. Photocopy Usage also finished the year over budget by \$115. General Office Expenses exceeded annual budget by \$379, First Aid by \$333 and Photocopier paper by \$228. Staff Recruitment Costs ended the year over budget by \$136.

Twenty-four expense accounts were used this year, of which, eleven ended the year over budget by a total of \$4,007, two accounts with no budgets spent \$93 and two accounts with a total budget of \$4,250 were not used.

	ACTUAL YTD	ANNUAL BUDGET	BUDGET REMAINING	% BUDGET USED
Learning resources				
Total	56,049	64,055	8,006	88%

Expenses this period were \$6,029 about \$700 over expected budget, ending the year under budget by \$8,820. Art spent \$43, finishing the year \$5,675 over budget. Cultural spent \$39, finishing the year over budget by \$199. Computer Lease spent \$274 without a budget and the Library spent \$1,791 this month, finishing the year over budget by \$193.

Twenty-two expense accounts were used this year, of which, three ended the year over budget by a total of \$6,067, two accounts with no budgets spent \$590. All budgeted expenses have been used to some extent.

	ACTUAL YTD	ANNUAL BUDGET	BUDGET REMAINING	% BUDGET USED
Property Maintenance				
Total	318,780	150,408	(168,372)	212%

Expenses this period were \$14,381, about \$1,800 over budget, ending the year over budget by \$8,485. Building R & M spent \$3,870 this month, finishing the year over budget by \$1,040. Towel Service/San Disposal spent \$49, finishing the year over budget by \$323, there is no budget for this. Security finished the year over budget by \$1,534, Vandalism by \$3,201, Cleaning Contractor by \$1,147, Rubbish disposal by \$569, Heat Light and Water by \$5,547 and Rates by \$2,761.

Sixteen expense accounts were used this year, of which, nine ended the year over budget by a total of \$15,799, one account without a budget spent \$323 and one account with a budget of \$1,500 was not used.